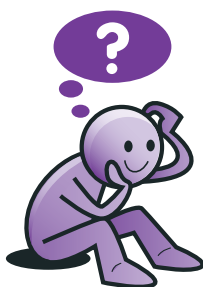


## Section 5.7

# Using 'under' in a simple game

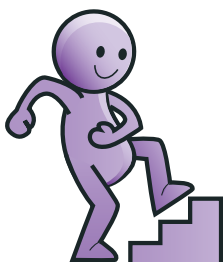


### Why is this important?

Prepositions are words that describe the position of an object (e.g. 'in', 'on', 'under', 'behind'). 'Under' falls within the first group that children learn.

### What to do

- Gather together some toys and place them 'under' things around the room.
- As the child finds something, he/she must say where it was, using the preposition (e.g. 'under' cup; 'under' bed).
- If the child uses the wrong preposition or doesn't respond, offer a choice (e.g. 'Is the car *in* the box or *under* the box?').
- When everything has been found, play the game again, this time with the *child* hiding the toys under things and telling *you* where to find them.
- 'Under' is easiest for some children because it has two syllables which you can emphasise as you speak – 'un-der'.



### Step up

- Encourage two-word phrases (e.g. 'under cup').
- When the child is using 'under' consistently, reintroduce 'in' and 'on' and work towards identifying the difference between all three prepositions.
- Share books, encouraging the child to say what/where objects/people are (e.g. ducks 'under' tree; lady 'under' umbrella).

### Step down

- Use signs/gestures for 'under'.
- Hide all the objects 'on' things to begin with. Then move onto 'in' when the child is using 'on' consistently.
- Give the child a choice of where the object is hidden (e.g. 'Is it *on* table or *under* table?').
- Reduce the pressure by taking turns to say where things are hidden.

